



Spring Garden

Waldorf School

Bringing Waldorf Education to Northeast Ohio

Since 1981

Spring Garden Waldorf School

"I am deeply grateful for Waldorf education, which woke me up and helped me rediscover my imagination"

- Michael Ende
Author of The Neverending Story

Spring Garden Waldorf School is an independent, coed elementary school located in the Greater Akron area that offers a quality education for children from preschool to eighth grade. Students from several counties attend with some commuting as much as 50 miles per day. A small group of parents founded the school inspired by the meaningful education that could be provided to children with the Waldorf approach to child development. The curriculum educates a child's heart and hands in addition to the child's mind.

Spring Garden Waldorf School is a non-profit, non-sectarian organization accredited by the State of Ohio Department of Education. The school is a sponsored member of the Association of Waldorf Schools of North America. Our experienced educators participate in ongoing Waldorf teacher training in addition to state educational requirements.

Waldorf Education

The Waldorf curriculum originates from the work of Rudolf Steiner (1861-1925), an Austrian scientist, philosopher, artist and educator, who founded the first Waldorf School in Stuttgart, Germany, in 1919. Today, there are more than 800 schools throughout the world. Waldorf schools are autonomous and independently run, yet linked by their educational philosophy. Waldorf Education provides a comprehensive academic, artistic, cultural and practical education that encourages students to develop into creative, balanced, responsible and free-thinking individuals.

The curriculum stimulates the mind with a full spectrum of traditional academic subjects. It nurtures healthy emotional development through conveying information experientially as well as academically. It teaches the hands to be valued members of the child's being through a broad range of artistic and handwork activities. The educational philosophy enhances the traditional learning of fundamentals with a sense of connection to cultural, moral and spiritual values with the emphasis on respect, wonder and reverence for human existence and nature.

Early Childhood Program

The Preschool and Kindergarten program at Spring Garden Waldorf School is based on the understanding that young children learn primarily through imitation. The day's activities unfold in an unhurried way with each day following the same rhythm, giving the child a sense of security and consistency. The child's senses awaken and develop in an environment where adults speak and sing to them as they go about the daily business of living, thus providing the example of a human being who can be imitated. There are no recorded voices or televised images so as to provide purposeful human interaction that will foster the deepest possible relationship to the spoken word, music and the world of imagination. Creativity and imagination are strengthened in the classroom through the use of simple toys, watercolor painting, beeswax modeling and other artistic activities. Circle games, music, storytelling and puppetry offer a foundation for academic readiness by helping the child cultivate a sense of language and to sharpen memory. Outdoor play and nature walks increase physical strength, agility and grace. The sharing of practical activities such as snack preparation, clean up and gardening starts the child on the path toward personal responsibility and respect for others.



The Kindergarten program provides the child time each week with the Spanish teacher and the Physical Education teacher to provide exposure to multiple role models and class experiences.

“Waldorf Education is most essentially an education which leads the human being to be at home in the world.”

- John Davy
Former Science Editor,
London Observer

Grades One Through Eight

“There were three major studies done recently that dealt with the disappearance of childhood in America. If there is any one thing that the Waldorf system does, it nurtures, protects and develops beautifully the intelligence of the true child.”

– Joseph Chilton Pearce
Author of *Magical Child*, *The Crack in the Cosmic Egg*

The curriculum of the elementary school is rich and diversified. It offers a balance of humanities, mathematics, science and the arts. Mastery of the traditional academic disciplines is interwoven with artistic and practical activities to provide a broad and balanced educational experience. A principle regarding the curriculum is best described by the phrase “the right thing at the right time.” This means that the curriculum of each grade is carefully chosen to work in harmony with the phases of the child's development. The learning is an inner experience and a process of discovery that engages the whole human being. When Waldorf students graduate to high school, they have a comprehensive picture of humankind and the world, comprehensive academic skills and an unabated desire to learn.

Waldorf schools recognize a basic need in children up to the age of 14 for genuine authority rooted in respect and love between the teacher and child. This leads to one of the most distinctive features of Waldorf Education, the class teacher. In the elementary school years, the class teacher ideally advances with the students from first through eighth grade. The class teacher teaches the main academic subjects, coordinates with the special subject teachers, and provides the link between home and school. This long-term relationship promotes mutual respect, continuity of teaching and a deep understanding of each child's individual needs.

Each day begins with the main lesson, an extended period of time focused on a particular subject when a student can be immersed in the subject. After one topic has been explored for a few weeks, a new main lesson theme will be introduced. Over the course of eight years, the children at Spring Garden Waldorf School have covered more skills and topics than a conventional elementary school curriculum and have done so in a meaningful, experiential, and age-appropriate way.

Distinctive Features of the Elementary Curriculum

Main Lesson: Academic concepts are taught by the block method of studying a particular theme for a number of weeks with learning the primary goal, not testing and grades. The main lesson presentation of the subject occurs each day for the majority of the morning. During the academic year there are about eight to 10 thematic main lesson blocks.

Foreign Language: Foreign language is taught throughout all the grades at Spring Garden Waldorf School. Through story, song, rhyme and movement, students become acquainted with the quality of a different culture. As the students progress through the grades, they develop skills in grammar, reading and translation. The foreign language course of study follows closely with the overall curriculum.

Arts: Drama, painting, drawing, modeling, woodworking and movement deepen the students' experience of the curriculum and awaken possibilities for self-awareness and self-expression. Each class presents a dramatic performance each year in addition to regular opportunities to share their abilities at school assemblies and holiday programs.

Music: Music permeates every child's school experience each day through singing, learning musical notation, performances, and instruction on multiple musical instruments that all children receive.

Physical Education: The physical education program begins in the lower grades with games and activities that provide enjoyment of physical activity in a non-competitive environment. The fifth grade physical education program provides the transition into competitive sports with a Greek Pentathlon held in Spring. The students train through the year on javelin throwing, discus, greek wrestling, running long jump and relay racing. In the upper grades, students become skilled in a variety of sporting activities.

Handwork: Through handwork, children learn the value of creating practical and beautiful objects with their own hands. All children are provided with the opportunity to learn to knit, crochet, cross stitch and sew.

Festivals: The celebration of festivals is a meaningful way for the children and school community to attune themselves to the rhythms of the year. The festivals are celebrated through stories, songs, performances and community get-togethers.

"Having a teacher who stays with you is definitely an advantage. It creates a relationship you can trust. Waldorf nurtured, cultivated individual thinking, and I think ultimately that gave me the confidence to go out and pursue my dreams."

- Susan Kendall Newman
Recipient of Emmy, Golden
Globe and Humanitas
Awards for Film Production

Waldorf Curriculum for Grades 1-8

Based on the Overview for American Waldorf Teachers

	LITERATURE & HISTORY	ENGLISH & GRAMMAR	MATH	SCIENCE	GEOGRAPHY	FOREIGN LANGUAGE
GRADE ONE	Folktales, fairytales and nature stories to introduce letters and writing	Pictorial introduction to the alphabet. Writing, speech exercises, phonetics	Whole numbers, four processes of arithmetic: addition, subtraction, division and multiplication	Nature studies and observation, gardening and cooking	Study of surroundings through observation	Imitation of songs, verses, counting, colors, and stories
GRADE TWO	Fables, legends of heroes, heroines and saints, native American stories	Reading and Writing, Sentences, rhyming words, plays, speech work	Whole numbers, multiplication tables, number patterns, carrying and borrowing	Nature studies and observation, gardening and cooking	Study of surroundings through observation	Counting, animals, parts of the body, food, seasons, and months of the year
GRADE THREE	Biblical stories as introduction to ancient history	Sentence structure, verbs, nouns, adjectives, punctuation and spelling is introduced	Multiplication tables, measurement, learning time, patterns, carrying and borrowing	Farming: soils, farm life, grains, study of root, stem and flower, vegetables, garden work	House building: cave, tent, cliff, lake dwellings and modern homes	Counting, animals, parts of the body, food, seasons, and months of the year
GRADE FOUR	Norse mythology, local history through geography, area development through settlers	Adverbs, pronouns, writing compositions and reports, grammar rules, vocabulary and spelling	Word problems, fractions, long division, averages, factoring	Zoology, comparison of man and animal	State and local geography and mapping	Grammar, writing, reading, dictations, and individual expression
GRADE FIVE	Ancient India, Persia, Mesopotamia Egypt and Greece	Parts of speech, syntax, research papers, vocabulary and spelling	Decimals, fractions, mixed numbers and metric system	Zoology - adaptations of animals to environment and botany	United States geography	Grammar, simple text, syntax, and short descriptions
GRADE SIX	Founding of Rome, life of Christ, crusades, life of Mohammed, Islam medieval society	Advanced grammar, composition, exposition, narration, description, outlining vocabulary	Practical applications, geometry, beginning algebra	Botany, physics and geology	Geography of Canada, Central and South America,	Reading texts, stories, and translation
GRADE SEVEN	1400-1700 Age of Exploration, Age of Discovery, Reformation, Renaissance	Review all grammar, essays, comparisons, poetic forms, vocabulary and spelling	Algebra, practical applications, area, powers and roots	Chemistry, Physiology, Physics and Astronomy	Geography of Africa and Europe	Reading, conversation, poetry, and advanced grammar
GRADE EIGHT	1700 - Present U.S. History, industrial revolution, comparative biographies	Continue reviewing all grammar, newspaper reporting, business and practical writing	Algebra and practical applications	Chemistry, anatomy and physiology and physics	Geography of Asia and Antarctica, and world geography	Continuation of above, vocabulary building, dialogues, grammar and syntax

Alumni

MUSIC	ART AND HANDWORK	PHYSICAL EDUCATION
Soprano recorder, circle games and movement exercises, rhythm and meters	Form drawing, watercolor painting, knitting, hand sewing, and beeswax modeling	Circle activities, non-competitive games, and large muscle activities
Recorder, learn songs to accompany fables and folk songs	Form drawing, watercolor painting, crocheting, and beeswax modeling	Jump rope, non-competitive games, and large muscle activities
Recorder, violin, music notation, and folk dances	Form drawing, watercolor painting, crocheting, embroidery, and beeswax modeling	Jump rope, non - competitive games, and large muscle activities
Recorder, choir, violin, harmony, rounds and canons, and reading music notation	Form drawing, watercolor painting, geometric drawing, cross stitch, and clay	Rhythmic exercises, gymnastics, kickball, and softball
Recorder, violin, choir, three-part singing, major and minor scale, and Greek music	Form drawing, watercolor painting, geometric drawing, chain stitch, clay, and woodworking	Greek pentathlon sports, softball, basketball, kickball, gymnastics, and volleyball
Alto and tenor recorders, choir, orchestra, minstrel songs, and Roman music	Form drawing, watercolor painting, geometric drawing, four needle knitting, clay, and woodworking	Softball, basketball, kickball, gymnastics, and volleyball
Alto and tenor recorders, choir, orchestra, and Renaissance music	Watercolor painting, geometric drawing, felting, perspective drawing, and woodworking	Softball, basketball, kickball, gymnastics, volleyball, and football
Alto and tenor recorders, choir, orchestra, symphonic form, and American music	Solid geometric drawing, charcoal drawing, art history, and watercolor painting	Softball, basketball, kickball, gymnastics, and volleyball

Graduates of Spring Garden Waldorf School go on to attend local public and private high schools throughout Northeast Ohio and beyond including: Firestone High School, Cuyahoga Valley Christian Academy, Theodore Roosevelt High School, North High School, Massillon High School, Copley High School, Archbishop Hoban High School, Highland High School, St. Vincent-St. Mary High School, Hawken School and High Mowing Waldorf School in New Hampshire.

Surveys of alumni conducted in 2000 and 2002 evaluated the transition of our graduates into high school in the areas of academics, social experiences and their opinion of the education that they received at Spring Garden Waldorf School. Academically, the graduates reported above average grades for all courses. The graduates tended to exceed their high school's general requirements for Math, Science and Foreign Language. Socially, the graduates reported no particular difficulties in the transition to high school from a relatively small school. They reported making new friends easily but often mentioned missing the close relationships between teacher and student that they enjoyed at Spring Garden Waldorf School. One-hundred percent of students completing the survey responded that they would choose to attend the school if given the choice to choose their elementary school for themselves.

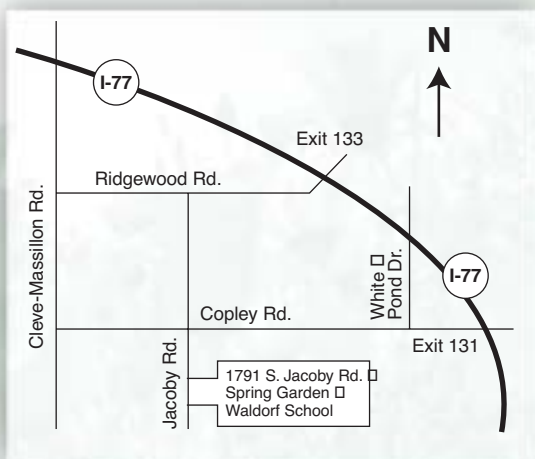
"The principle goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done; men and women who are creative, inventive and discoverers, who can be critical and verify, and not accept, everything they are offered."

- Jean Piaget

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Where Children Love to Learn
Since 1981



Spring Garden Waldorf School
1791 South Jacoby Rd.
Copley, OH 44321
Phone: 330-666-0574
Fax: 330-666-9210
Email: learn@sgws.org
www.sgws.org